

AN EVALUATION OF THE ACTIVITIES PROGRAM AT  
CASA GRANDE UNION HIGH SCHOOL, ARIZONA

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by

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## INTRODUCTION

It may be assumed that the improvement of society may be accelerated by better schools and that student activities conducted under the direction of the school, which provide desirable learning experiences, are integral parts of the total school program. A large amount of time and attention devoted to student activities is a characteristic of the American High School. This increased growth of the student activity program cannot be explained simply on the basis of adolescent whims. "There have been solid educational reasons, and secondary school people need to be cognizant of these reasons if the program is to have competent direction."<sup>1</sup>

Student activities "should supplement and enrich the experiences of organized classroom instruction, not substitute for them."<sup>2</sup> Hearn said, "both kinds of activities, classroom and extraclassroom, should be designed to supplement each other in contributing to the objectives of education itself."<sup>3</sup> It would therefore be necessary in

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<sup>1</sup>Lester W. Anderson and Lauren A. Van Dyke, Secondary School Administration (Boston: Houghton Mifflin Company, 1963), p. 223.

<sup>2</sup>Ibid., p. 229.

<sup>3</sup>Arthur C. Hearn, Evaluation of Student Activities (Washington, D. C.: The National Association of Secondary-School Principals, 1966), p. 5.

administering student activity programs to consider objectives or goals of education that student activities would emphasize.

Since it is impossible for the school to include in its program everything that might be desired or desirable, some choices will have to be made. When one takes into account the amount of time a student spends in school each year, there is certainly every reason for using this time wisely. It follows that careful evaluation is essential in every school. Activities that are not in accord with stated objectives must be modified or eliminated. Those persons who are concerned with the educational enterprise have every right to know how successful that enterprise is, and evaluation can tell them. No student activity is inherently good. A carefully designed program of evaluation can be very helpful in assisting activities development to make progress in the direction of educational objectives. As this principle applies to all schools it therefore follows that Casa Grande Union High School is no exception. There has been some concern among those interested in the school enterprise about student morale and citizenship. An evaluation of student activities in terms of certain basic principles may give some insight into the problems from which such concern develops.

## THE PROBLEM

Statement of the problem. The purposes of the study were (1) to identify principles from the literature of secondary school activities which could be used as criteria to evaluate an activities program; (2) to define elements of each criterion; (3) to evaluate the activities program of Casa Grande Union High School using the criteria; and (4) to make recommendations for the improvement of student activities at Casa Grande Union High School based on the results of the evaluation.

Method of procedure. After hearing several expressed statements of concern about the student activities program at Casa Grande Union High School, it was felt that an evaluation of the program would determine if problems did exist. A review of literature on student activities was undertaken to determine principles which could be used as criteria to evaluate an activities program. After a study of the literature, written by several authorities in the field of student activities, seven principles which could be used as evaluation criteria were identified, each of which was defined in terms of five questions which covered the important elements included in the criterion. The evaluation criteria and the five questions relating to each criterion were developed into a questionnaire which attempted to get information



which would indicate the extent to which the criteria were recognized in the program. The faculty director of student activities, vice-principal, and student council officers, as a group, were asked to answer the questions as they pertained to the student activities program at Casa Grande Union High School. Data which came from the completed questionnaire were analyzed. The results were reported and discussed.

Justification of the problem. It has been stressed that the purpose of any school activity should be to contribute to the educational growth of students. Although some activities may be primarily recreational in form, if they serve valid educational objectives they have a place in the school program. On the other hand, when the aims and procedures of a school activity conflict with the purposes of the school, the activity does not serve a valid purpose. It is then recognized that schools need to examine current practices, patterns of organization, and objectives in student activities. The importance of evaluation was pointed out by Hearn, when he stated:

It is important that evaluation be considered a basic part of every activity, not something that is engaged in only occasionally, at irregular intervals. Evaluation helps us to determine how successfully an activity has been carried out. It aids us in deciding whether the activity should be repeated and, if so, the possible changes which might help it

become even more successful.<sup>1</sup>

School people recognize the importance of evaluation, but many times try to evaluate an activity without sufficient knowledge of educational reasons, objectives, or evaluation principles. In this study the aim was to evaluate an activities program in a way that the above criticism would not be applicable. It was hoped that the evaluation would help the faculty-student activity committee and those concerned with the school to improve the extraclass experiences of every student.

#### DEFINITIONS OF TERMS USED

Student activities. For the purpose of this report, the term "student activities" was interpreted to mean all those activities voluntarily engaged in by students, which have the approval of and are sponsored by the school and which do not carry credit toward promotion or graduation.

Objective. The term "objective" was interpreted to mean a statement of purpose or goal to be achieved through some activity. As an example, the school might have as an objective of education the development of self-realization

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<sup>1</sup>Arthur C. Hearn, Evaluation of Student Activities (Washington, D. C.: The National Association of Secondary-School Principals, 1966), p. 25.

which would be recognized through participation in student activities.

## REVIEW OF THE LITERATURE

Much has been written in regard to the basic educational reasons for student activities, the educational objectives of student activities, and guidelines for administering the student activity program; but only a brief summary of the literature related to these areas will be given here.

### EDUCATIONAL REASONS FOR STUDENT ACTIVITIES

At the turn of the century there were virtually no student activities in the public schools. Oratory and debating were tolerated but not encouraged. Games and athletic contests were considered to be pastimes of ruffians, unbecoming the dignity of the classical school. Modest yearbooks containing group pictures of various classes were published mainly by faculty members. Sing-songs and an occasional picnic constituted the schools' social program.<sup>1</sup> The recognized purpose of the high school was the preparation of the student for college. Emphasis was on subject matter; the curriculum was academic. Teaching techniques consisted

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<sup>1</sup>Donald I. Wood, "Student Activities--A Hope or a Delusion," National Association of Secondary-School Principals, Vol. 46, No. 273 (April, 1962), p. 202.

mostly of question-and-answer recitation. Other areas of learning, which we now accept as important, were not recognized. The few student activities which existed were truly extracurricular.<sup>1</sup>

As we entered the twentieth century a few educators recognized the need for changes which would permit the schools better to educate youth to meet the needs of a changed society and to fulfill the responsibilities of citizenship. This change was expressed for the first time in the report of the Commission on the Reorganization of Secondary Education issued in 1918, and entitled Cardinal Principles of Secondary Education. It based its recommendations upon three premises:

Secondary education should be determined by the needs of society to be served, the character of the individuals to be educated, and the knowledge of educational theory and practice available.<sup>2</sup>

The Commission also stated seven objectives for the secondary school commonly known as the "Seven Cardinal Principles." These objectives were:

1. Health
2. Command of fundamental processes
3. Worthy home membership

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<sup>1</sup> Robert W. Frederick, The Third Curriculum (New York: Appleton-Century-Crofts, Inc., 1959), p. 47.

<sup>2</sup> Commission on the Reorganization of Secondary Education, Cardinal Principles of Secondary Education, Bureau of Education, Bulletin No. 35 (Washington, D. C.: Government Printing Office, 1918), p. 1.

4. Vocation
5. Citizenship
6. Worthy use of leisure
7. Ethical character<sup>1</sup>

The importance of these objectives was twofold:

(1) they stressed objectives to which student activities could make the maximum contribution, and (2) they influenced greatly all subsequent educational thinking, emphasizing social and developmental aims.<sup>2</sup>

The Educational Policies Commission in 1938, stated what it believed the schools of the United States should try to accomplish when it said:

The general end of education in America at the present time is the fullest possible development of the individual within the framework of our present industrialized democratic society.<sup>3</sup>

The Educational Policies Commission identified four aspects of educational purposes which were: (1) self-realization, (2) human relationships, (3) economic efficiency, and (4) civic responsibility.<sup>4</sup>

In 1947, the Commission on Life Adjustment Education for Youth was formulated to "promote in every manner

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<sup>1</sup>Ibid., p. 5.

<sup>2</sup>Robert W. Frederick, The Third Curriculum (New York: Appleton-Century-Crofts, Inc., 1959), p. 48.

<sup>3</sup>Educational Policies Commission, The Purposes of Education in American Democracy (Washington, D. C.: National Education Association, 1938), p. 41.

<sup>4</sup>Ibid., p. 47.

possible, ways, means, and devices for improving the life adjustment education of secondary youth."<sup>1</sup> Among the objectives suggested by this Commission were health, fundamental skills, recreational interests, and personal achievements. Truly the door was being open wide for student activities to enter and take their rightful place in the school. Tompkins, 1950, pointed out that:

. . . practically every general publication addressed to the problems of the high schools has stressed the unique opportunity of the school to organize and direct the social and developmental activities of young people, particularly as they refer to self-realization, use of leisure time, ethical and moral living, civic responsibility, and processes involved in human cooperation.<sup>2</sup>

Shafer, in speaking out against those who felt time would be put to better use studying "fundamental subjects," stated:

. . . that the quality of education in a democratically oriented society should be viewed broadly, not limited to subject matter in a few disciplines. Instead, education should relate to all the experiences and activities by which, and through which, young people learn in their growth from childhood to maturity.<sup>3</sup>

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<sup>1</sup>Commission on Life Adjustment Education for Youth, Vitalizing Secondary Education, Federal Security Agency, Office of Education, Bulletin No. 3 (Washington, D. C.: Government Printing Office, 1951), pp. 32-33.

<sup>2</sup>Ellsworth Tompkins, Extraclass Activities for All Pupils, Federal Security Agency, Office of Education (Washington, D. C.: Government Printing Office, 1950), p. 2.

<sup>3</sup>Hugh M. Shafer, "Quality Control Your Student Activities," The School Executive, Vol. 79, No. 3 (November, 1959), p. 67.

The following statement by the Educational Policies Commission summarizes all these reports in brief:

Schools should be dedicated to the proposition that every youth in the United States--regardless of sex, economic status, geographic location, or race--should experience a broad and balanced education.<sup>1</sup>

This growth and reorientation of educational aims has been continuing now for several decades. It is not yet fully accomplished, but as these aims and objectives became more clearly defined, educators began to realize the values inherent in student activities.<sup>2</sup> In keeping with the new views of the educational aims of the high school, a new educational structure was evolved. In 1926, the National Society for the Study of Education devoted Part II of its annual Yearbook to extracurricular activities, describing current practices and opinions. This publication had the effect of lending dignity and approval to the student council, forensic activities, dramatic efforts, and athletics. There was a hurrying among educators to include such activities in their schools' programs.<sup>3</sup>

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<sup>1</sup>Educational Policies Commission, Education For All American Youth--A Further Look (Washington, D. C.: National Education Association, 1952), p. 32.

<sup>2</sup>Robert W. Frederick, The Third Curriculum (New York: Appleton-Century-Crofts, Inc., 1959), p. 50.

<sup>3</sup>Donald I. Wood, "Student Activities--A Hope or a Delusion," The National Association of Secondary-School Principals, Vol. 46, No. 273 (April, 1962), p. 202.

In 1931, Dr. Elbert K. Fretwell published his now famous textbook entitled, Extracurricular Activities in Secondary Schools. Fretwell stated the concept that activities should grow out of the work in the classroom and return to enrich the classroom work.<sup>1</sup> This concept gave a new direction to the activity program which led to a widespread acceptance of activities as a necessary part of the curriculum. This in turn led to the concept that the existence of student activities can be justified only if they serve some real educational objective.<sup>2</sup> Following this line of thinking, Crum, in 1955, showed how school objectives and pupil objectives could be served through student activities.<sup>3</sup> Douglass also noted the possible contributions of participation in student activities to the objectives of secondary education. In discussing the relation of activities to the objectives of secondary education he stated the following:

One should bear in mind that stimuli to educational activity are not confined to textbooks, subjects, or organized bodies of knowledge. Any

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<sup>1</sup>Elbert K. Fretwell, Extra-Curricular Activities in Secondary Schools (Boston: Houghton Mifflin Company, 1931), p. 13.

<sup>2</sup>Donald I. Wood, "Student Activities--A Hope or a Delusion," The National Association of Secondary-School Principals, Vol. 46, No. 273 (April, 1962), p. 203.

<sup>3</sup>Lewis R. Crum, "Evaluation of an Activities Program," School Activities, Vol. 26 (April, 1955), pp. 243-247.



type of object, situation, or impression that stimulates in an individual mental or physical activity which results in modification or control of future behavior in the direction of the objectives of education is legitimate subject matter for education. Contributions to these objectives are made through the acquisition of information, skills and habits, ideals, tastes, and interests. To many it seems obvious that activities may be so managed as to make valuable contributions to these objectives.<sup>1</sup>

Frederick reported that:

A comparison of the lists of student activity objectives with those proposed for the whole school by the several national organizations shows much similarity . . . as schoolmen gradually accepted these recommendations, they came to realize the important part student activities could play in fulfilling these new objectives . . . and today many educators consider the objectives of student activities identical with those of the general education program.<sup>2</sup>

The importance of student activities was noted when the National Association of Secondary Principals added a new Assistant Executive Secretary to the central staff at Washington, with the title "Assistant Secretary for Student Activities."<sup>3</sup>

As to the future of student activities, Frederick believes they will continue to develop. Automation, population shifts, the new status of women, and increasing leisure

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<sup>1</sup>Harl R. Douglass, Modern Administration of Secondary Schools (Boston: Ginn and Company, 1963), p. 198.

<sup>2</sup>Robert W. Frederick, The Third Curriculum (New York: Appleton-Century-Crofts, Inc., 1959), p. 54.

<sup>3</sup>Ibid., p. 6.

time will demand it. "In fact, they will increase in variety and in importance."<sup>1</sup> A study in 1959 by the National Association of Student Councils shows some interesting information in this regard. The results of the study show:

. . . that there is little evidence in the reports to indicate that the activities program is going to be eliminated. Some activities are being dropped, however, and school administrators are striving for a better balance between the activities program and the straight academic program.

A closer look is being taken at activities which take a student away from school or out of town, such as tournaments, festivals, and conventions. The athletic program is being scrutinized carefully with the feeling that in far too many instances it has been overemphasized. The student council is being affected least of all. Most councils seem to be meeting on school time, and little or no thought is being given to a curtailment of this particular activity.<sup>2</sup>

There seems, then, to be sufficient evidence that the American educator firmly believes in the student activities program, that it serves educational objectives, and deserves a regular place in the school program.

#### OBJECTIVES THAT STUDENT ACTIVITIES EMPHASIZE

Objectives of the student activity program are many. There is hardly any value which can come to a secondary

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<sup>1</sup>Robert W. Frederick, Student Activities in American Education (New York: The Center for Applied Research in Education, 1965), p. 102.

<sup>2</sup>Gerald M. Van Pool, "What's Happening to the Activities Program?" NEA Journal, Vol. 49 (May, 1960), p. 41.

school youth which has not been at some time credited to one or more of the student activities found in the American high school.

The secondary school is a school for adolescents. The adolescent being neither child nor an adult, has interests, motives, and needs particular to his state of development. He is gregarious. He needs especially to feel a sense of personal worth, success and recognition which comes from acceptance, especially by his group. He begins to think seriously of a vocation and to consider himself in relation to the economic and political events of the day. He may lose the coordination and assurance of childhood because of rapid physical growth and development. He craves the security which comes from a sympathetic and understanding adult who makes his greater experience available, but allows the adolescent to make his own choices without adult domination. Student activities, when based upon a knowledge of adolescent psychology, provide for such experience.<sup>1</sup>

Of special importance was the realization that the school and its curriculum exist for the student rather than for the subject taught. Accordingly all the subjects and activities should be calculated to contribute to the

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<sup>1</sup>Frederick C. Gruber and Thomas Bayard Beatty, Secondary School Activities (New York: McGraw-Hill Book Company, Inc., 1934), p. 24.

development of the student. It is not a question of whether the student is fit for the subject or the school, but rather, whether the subject and the school assist in the development of the student. Because of the flexibility of the student activity program, it becomes especially valuable in providing life situations and the "know-how" to cope with them. It is immediate in its appeal to the pupils, and is based upon self-initiated activity. It encourages self-motivation instead of compulsion. Since novelty rather than repetition is a key to more effective learning, the activity program becomes especially effective. While it has great appeal to all students, it is especially effective with the nonacademic type student. It is flexible enough to meet the constantly changing needs and interests of the group.<sup>1</sup>

Gruber and Beatty pointed out that the objectives of student activities must be many, "for in a vital way they carry out the objectives of present-day democratic education which is based on the needs of the student."<sup>2</sup>

One of the first but widely accepted lists of objectives for extraclass activities is the one suggested by McKown:

1. To prepare the student for life in a democracy
2. To make him increasingly self-directive
3. To teach co-operation

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<sup>1</sup>Ibid., pp. 24-27.

<sup>2</sup>Ibid., p. 22.

4. To increase the interest of the student in the school
5. To foster sentiments of law and order
6. To develop special abilities
7. To capitalize, for educational profit, on important fundamental drives
8. To develop school morale<sup>1</sup>

Ellsworth Tompkins called attention to the similarity of extraclass objectives with those of class activities and suggested for both groups the following outcomes, classified into three groups.

I. Individual Outcomes:

1. using leisure time constructively
2. developing personality
3. enriching personality
4. achieving self-realization for good purpose
5. developing personal initiative and responsibility
6. learning how to conduct and participate in a meeting
7. affording opportunity for self-appraisal by the individual

II. Social Outcomes:

1. providing mental and physical recreation
2. gaining practice working with others
3. developing democratic group responsibility
4. learning to practice good human relationships
5. understanding group processes
6. furthering good pupil teacher relationships
7. increasing one's social contacts

III. Civic and Ethical Outcomes:

1. establishing bonds of understanding between pupils regardless of race, creed, religion, economic status, and ability
2. implementing the unifying process essential to the support of American ideals

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<sup>1</sup> Harry McKown, Extracurricular Activities (New York: The Macmillan Company, 1952), pp. 12-13.

3. interpreting and diversifying the curriculum
4. helping youth to like school<sup>1</sup>

Miller, Moyer, and Patrick pointed to the high educative value of student activities and classified the contributions into four groups. They are:

(a) Contributions to Students:

1. To provide opportunities for the pursuit of established interests and the development of new interests.
2. To educate for citizenship through experiences and insights that stress leadership, fellowship, cooperation and independent action.
3. To develop school spirit and morale.
4. To provide opportunities for satisfying the gregarious urge of children and youth.
5. To encourage moral and spiritual development.
6. To strengthen the mental and physical health of students.
7. To provide for a well-rounded social development of students.
8. To widen student contacts.
9. To provide opportunities for students to exercise their creative capacities more fully.

(b) Contributions to Curriculum Improvement:

1. To supplement or enrich classroom experiences.
2. To explore new learning experiences which may ultimately be incorporated into the curriculum.
3. To provide additional opportunity for individual and group guidance.
4. To motivate classroom instruction.

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<sup>1</sup>Ellsworth Tompkins, Extraclass Activities for All Pupils, Federal Security Agency, Office of Education (Washington, D. C.: Government Printing Office, 1950), p. 3.

(c) Contributions to More Effective School Administration:

1. To foster more effective teamwork between students, faculty, and administrative and supervisory personnel.
2. To integrate more closely the several divisions of the school system.
3. To provide less restricted opportunities designed to assist youth in the worth-while utilization of their spare time.
4. To enable teachers to better understand the forces that motivate pupils to react as they do to many of the problematic situations with which they are confronted.

(d) Contributions to the Community:

1. To promote better school and community relations.
2. To encourage greater community interest in and support of the school.<sup>1</sup>

It is evident that the functions and objectives of student activities are many. It is evident, too, that no activity program, no matter how well organized and administered, could hope to result in maximum educative value in all the areas listed above. If it could attain even reasonably acceptable progress in the direction of these goals the activities are significantly important as an educative force.<sup>2</sup> As Tompkins has said, "the objectives of student activities are similar to and often identical with the objectives of classroom activities. If and when differences

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<sup>1</sup>Franklin A. Miller, James H. Moyer, and Robert B. Patrick, Planning Student Activities (Englewood Cliffs, N. J.: Prentice-Hall, Inc., 1936), pp. 13-19.

<sup>2</sup>Percy E. Burrup, Modern High School Administration (New York: Harper and Brothers, Publishers, 1962), p. 193.

seem to exist, they probably represent degrees of emphasis."<sup>1</sup>

#### ADMINISTERING THE STUDENT ACTIVITY PROGRAM

Administrative consent. Among the requirements for a good student activity program is the understanding, cooperation, and consent of the school administration. "The support of the central office, including the school board," wrote Van Pool, Director of Student Activities, National Association of Secondary-School Principals, "is essential to the development of an enriched student activity program."<sup>2</sup> School board policies, rules, regulations, and administrative precedent embrace many matters that have a bearing on student activities.<sup>3</sup>

Some fundamental principles. In order to have a good program, some basic ground rules are necessary. The following ones are suggested by Van Pool as guidelines to be used on a systemwide basis:

1. Keep participation voluntary. No student should be coerced or forced to participate in any activity.

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<sup>1</sup>Ellsworth Tompkins, Extraclass Activities for All Pupils, Federal Security Agency, Office of Education (Washington, D. C.: Government Printing Office, 1950), p. 3.

<sup>2</sup>Gerald M. Van Pool, "Planning for Extraclass Activities," School Executive's Guide (Englewood Cliffs, N. J.: Prentice-Hall, Inc., 1964), p. 618.

<sup>3</sup>Ibid., pp. 618-619.



2. See to it that the various activities included in the program are open to all who can qualify, with no secret organizations of any kind and no discrimination. For activities where selection is desirable, it would be made on the basis of ability.
3. Require that all student members of all organizations be bona fide members of the student body.
4. Require adequate and responsible adult supervision at all times. In most cases, the adviser should be a member of the faculty.
5. In general, give no credit for participation.
6. Assure that all activities are worthwhile and meaningful.
7. Keep costs as reasonable as possible. Every group should be required to operate under a sound financial accounting system.
8. See that such groups as clubs have a good internal organization, spelled out in a written constitution.
9. Require such groups as clubs to be chartered by the student council and operate under its supervision.
10. Make certain that members and officers are democratically elected under democratic procedures.
11. Require that each group operate only in its own area of interest.
12. Evaluate each activity and each group regularly.
13. Provide opportunity for groups to attend lectures and concerts, to visit other groups in other schools, and to attend conferences and conventions.
14. Urge groups for which it is appropriate to affiliate with state or national associations.<sup>1</sup>

Determining the activities to be sponsored. The list of potential activities which a high school could organize and sponsor is a long and comprehensive one. Some choices will have to be made. Williams suggested that administrative and staff decisions on whether to offer certain types of student activities should be made on the basis of the

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<sup>1</sup>Ibid., pp. 619-620.

following criteria:

1. educational values
2. sponsorship requirements
3. student interest
4. contributions to the school
5. membership requirements
6. financial consideration
7. scheduling factors<sup>1</sup>

The democratic procedures for the involvement of people in the planning of any program should be utilized in the organization of the school's activities. In fact, Burrup stated, "representative faculty members, students and community citizens should be members of such a planning committee."<sup>2</sup> In no sense should the activities program be a "rubber stamp" of the ideas of the principal.<sup>3</sup>

Available and defensible activities can be grouped in a relatively small number of categories. Burrup suggested the following group:

1. Student council or other student government organizations
2. Home rooms
3. Class organizations
4. Competitive athletics
5. Musical activities
6. Speech activities--debates, speech festivals, forensics
7. Student assemblies

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<sup>1</sup>Stanly W. Williams, Educational Administration in Secondary Schools (New York: Holt, Rinehart and Winston, 1964), pp. 345-346.

<sup>2</sup>Percy E. Burrup, Modern High School Administration (New York: Harper and Brothers, Publishers, 1962), p. 194.

<sup>3</sup>Ibid., p. 194.

8. Publications--school paper, yearbook, handbook
9. Clubs--in such departments and areas of interest as science, hobbies
10. Social activities--dances, parties, receptions
11. Scholastic organizations
12. Honor societies<sup>1</sup>

Coordinating all of the school's student activities.

The administration, by placing one person in charge of the overall program and by making sure everyone involved knows just what the activities program is intended to do, has the key to control hazards attached to the student activities program. Some schools have coordinated their activities program by placing one person in charge of all duties of central administration of the program. This person is usually from the teaching faculty and his work load must be adjusted. He should have considerable experience in sponsoring activities and be able to work with boys and girls as well as faculty members. He must command the respect of the faculty and the student body. His duties involve responsibilities delegated to him by the principal or superintendent. He must have a clear understanding of what is wanted in the way of a program, the philosophy it involves, and the mechanics for implementing it. His duties usually are:

(1) to set up and schedule activities; (2) to act as liason among all phases of the activities; (3) to secure reports

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<sup>1</sup>Ibid.

periodically from each organization and keep student participation records; (4) to act as central treasurer for all activities; (5) to aid individual activities or sponsors as difficulties arise; and (6) to coordinate and continually supervise the activities program.<sup>1</sup>

Scheduling activities. Various ways have been tried in scheduling student activities. Scheduling before and after school, during the lunch hour, on Saturdays, during regular class periods, or setting aside special periods of the day have all been tried. The trend nationally is to lengthen the school day and include as many as possible of the activities during regular activity periods.<sup>2</sup>

Proper scheduling is essential to the well-being of students and teachers and for the protection of the academic program. Williams believes the philosophy of the school concerning activities, their relationship to the curricular program, transportation problems, and the provision of adequate space and facilities must be taken into consideration when scheduling activities.<sup>3</sup> Van Pool suggested

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<sup>1</sup>Sybil Farmer, "School Morale--A Fringe Benefit of the Student Activities Program," The National Association of Secondary School Principals, Vol. 45, No. 266 (September, 1961), p. 136.

<sup>2</sup>Percy E. Burrup, Modern High School Administration (New York: Harper and Brothers, Publishers, 1962), p. 195.

<sup>3</sup>Stanly W. Williams, Educational Administration in Secondary Schools (Holt, Rinehart and Winston, 1964), p. 354.

"one way to tackle the problem, and a good one, is for the principal to take a long, hard look at the activities program in his school and then weed out those groups that contribute little or nothing."<sup>1</sup>

Financing the program. Student activities "should be financed in the same way as any other part of the total school instructional program."<sup>2</sup> All school events which are worthy of school time and the use of school faculty should have educational value. If they have such, they have a right to be dignified by being paid for out of the tax funds of the district. If they do not have educational value, they have no right to be financed by any method and they should be eliminated from the school program. Regardless of their source, all activity funds have usually been ruled to be under the authority of the school board.<sup>3</sup> School responsibility for the management of the finances of student activities is pointed out by the United States Office of Education in the following report:

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<sup>1</sup>Gerald M. Van Pool, "Planning For Extraclass Activities," School Executive's Guide (Englewood Cliffs, N. J.: Prentice-Hall, Inc., 1964), pp. 621-622.

<sup>2</sup>Donald I. Wood, "Student Activities--A Hope or a Delusion," The National Association of Secondary-School Principals, Vol. 46, No. 273 (April, 1962), p. 203.

<sup>3</sup>Percy E. Burrup, Modern High School Administration (New York: Harper and Brothers, Publishers, 1962), p. 214.

As school activity programs have increased and expanded in recent years, the amount of money necessary to finance these programs has increased proportionately. These activities are financed in different ways. Some schools receive appropriated funds from the board of education for the total financing of all school activities, while in other schools the activities are partially or completely self-supporting. Regardless of the methods used to finance school activities, the school district is ultimately responsible for the funds, and a designated person, usually the principal, is responsible for the funds of a particular school.<sup>1</sup>

Knezevich and Fowlkes indicated that a sizable portion of school district tax funds is utilized in the sponsorship and direction of student activities. But, unfortunately, failure to prorate salaries of teachers correctly between instructional services rendered and student body activities has made it difficult to produce evidence on the actual amounts of district money spent on student activities. But regardless of this difficulty, to argue that admissions charged belong to athletics or students in a particular school building rather than to the district as a whole has little basis in fact.<sup>2</sup>

Since most schools are still unable to secure complete financial support for student activities from their local

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<sup>1</sup>Everett V. Samuelson, George G. Tankard, and Hoyt W. Pope, Financial Accounting for School Activities (Washington, D. C.: Department of Health, Education and Welfare, 1959), p. xi.

<sup>2</sup>Stephen J. Knezevich and John Guy Fowlkes, Business Management of Local School Systems (New York: Harper and Brothers, Publishers, 1960), p. 190.

boards, a number of generally accepted principles for their operation have developed, as indicated by Burrup:

1. The school should adopt a centralized system of control of student activity finances.
2. A faculty member should serve as the central treasurer.
3. The central treasurer should be bonded.
4. Each student organization should have a student treasurer and a faculty sponsor.
5. Defensible methods of financing activities should be used.
6. The board of finance should operate a central budget.
7. Non-revenue-producing organizations should have financial support.
8. Qualified students should do much of the work involved in managing student activity finances.
9. Internal checks and external audits should be made.
10. All invoices should be paid by properly signed checks.
11. The school should maintain a student activities finance office with proper facilities.
12. The system and forms used should be as simple as possible.
13. Regardless of how student activity funds are obtained, they should be accounted for with the same care as regular funds of the school district.<sup>1</sup>

Evaluation of student activities. Every activity ought to be evaluated constantly and evaluation should be considered a basic part of every activity. Everyone concerned should be aware of what is happening and be involved in the evaluation. Suggestions, criticisms, and ideas

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<sup>1</sup>Percy E. Burrup, Modern High School Administration (New York: Harper and Brothers, Publishers, 1962), pp. 215-223.

should be solicited from the student body, faculty, administration, parents, and, in some cases, the public.<sup>1</sup>

Evaluation should be thought of as the process of determining the degree to which objectives are being attained. Applied to student activities, evaluation helps a school answer questions like: Is our activity program serving the entire student body or just a privileged few? Is the activity designed to meet the needs, interests, and abilities of all students? Do the objectives of student activities grow out of the objectives of education?<sup>2</sup> Hearn suggested certain general principles basic to any sound program of evaluation:

1. Evaluation should be based upon stated objectives.
2. Evaluation should involve all who are concerned with the program being evaluated.
3. Self-evaluation should be supplemented by outside evaluation.
4. Evaluation should be comprehensive: it should concern itself with all aspects of a given program.
5. Evaluation should be continuous.
6. Evaluation should use a variety of instruments, techniques, and data.
7. Evaluation should identify both immediate and long-range problems.
8. Evaluation should be constructive.<sup>3</sup>

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<sup>1</sup>Gerald M. Van Pool, "Planning For Extraclass Activities," School Executive's Guide (Englewood Cliffs, N. J.: Prentice-Hall, Inc., 1964), p. 630.

<sup>2</sup>Arthur C. Hearn, Evaluation of Student Activities (Washington, D. C.: The National Association of Secondary-School Principals, 1966), p. 1.

<sup>3</sup>Ibid., pp. 3-4.



Schools employing these principles should base their evaluation on their expressed purposes and objectives. The importance of a school's written statement of both general and specific objectives cannot be over-estimated.<sup>1</sup>

Frederick cautioned that not everything should be evaluated and unless evaluation is entered into with full understanding of its place and value, and with complete agreement with the aims and purpose, it might better be deferred.<sup>2</sup>

Summary of the review of literature. The literature on student activities showed that: (1) student activities are now considered an integral part of the total educational program; (2) the objectives of student activities must grow out of the objectives of education for a democratic society; (3) the student activity program should appeal to all students and be designed to meet the students' needs, interests, and abilities; (4) participation in student activities should be voluntary; (5) the support of the school board and central office is essential to the development of an enriched student activity program; (6) each activity should be sponsored by a qualified staff member if possible, with one

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<sup>1</sup>Ibid., p. 7.

<sup>2</sup>Robert W. Frederick, The Third Curriculum (New York: Appleton-Century-Crofts, Inc., 1939), p. 141.

person in charge of the overall activity program; (7) proper scheduling of activities is essential to the well-being of students, teachers, and for the protection of the academic program; (8) every activity ought to be evaluated constantly and evaluation should be considered a basic part of every activity; (9) evaluation should be based upon stated objectives; and (10) student activities should be financed in the same way as any other part of the total educational program.

#### CRITERIA FOR EVALUATION

Earlier sections have dealt with student activities in terms of need, basic principles, objectives, administration, and evaluation. This section outlines a set of principles in the form of criteria which it is hoped will be helpful in the evaluation of activity programs.

Selecting the criteria. Beginning with the "Seven Cardinal Principles," in 1918, student activities have been accepted as an important part of the educational program because they serve valid educational objectives. These two principles have been stressed by the many publications issued by the various educational associations and commissions. These and many other principles were stressed by

such writers as Fretwill,<sup>1</sup> Frederick,<sup>2</sup> and Harl Douglass.<sup>3</sup> These American educators pointed out that student activities play a valuable role in education and should be treated with the same dignity and respect as classroom activities. For they are, in fact, an integral part of the total educational program with valid educational objectives. But activities must, as pointed out by Van Pool,<sup>4</sup> Williams,<sup>5</sup> and Burrup,<sup>6</sup> be designed to meet the needs and interests of the students and receive democratic leadership and supervision from faculty sponsors and school administrators if they are to be successful. Of great importance is proper scheduling. For unless we take into account facilities, space, transportation, school philosophy, and the academic program, the total school program may become meaningless. And last, but not least, all authorities on school activities stress the

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<sup>1</sup>Elbert K. Fretwell, Extra-Curricular Activities in Secondary Schools (Boston: Houghton Mifflin Company, 1931).

<sup>2</sup>Robert W. Frederick, The Third Curriculum (New York: Appleton-Century-Crofts, Inc., 1939).

<sup>3</sup>Harl R. Douglass, Modern Administration of Secondary Schools (Boston: Ginn and Company, 1963).

<sup>4</sup>Gerald M. Van Pool, "Planning for Extraclass Activities," School Executive's Guide (Englewood Cliffs, N. J.: Prentice-Hall, Inc., 1964).

<sup>5</sup>Stanly W. Williams, Educational Administration in Secondary Schools (Holt, Rinehart and Winston, 1964).

<sup>6</sup>Percy E. Burrup, Modern High School Administration (New York: Harper and Brothers, Publishers, 1962).

importance of evaluation to determine the degree to which objectives are being attained.

By setting up certain principles and adhering to them, these educators indicated that student activities would achieve their educational objectives. Certain important principles were emphasized by the writers and shown in the above discussion as basic to any sound program of student activities. Although these seven principles were accepted as the most important, because they apply to student activities as a whole, it was assumed that there are other important principles of student activities.

The general criterion measures developed for use in this study were general criterion one: student activities are considered an integral part of the total instructional program rather than an extra or an independent program. General criterion two: the objectives of student activities grow out of the objectives of education. General criterion three: activities are designed to meet the needs, interests, and abilities of all students. General criterion four: each activity is sponsored by a qualified staff member appointed by the principal. General criterion five: activities receive continuous democratic supervision from the school officials responsible for the total educational program. General criterion six: time schedules are arranged in such a way that interference between activities and classes is reduced to a

minimum. General criterion seven: evaluation is considered a basic part of the school activity program.

To determine how well each criterion measure was recognized in the activities program, specific questions relating to criterion were developed. The purpose of the questions was to suggest the kinds of evidence which should be sought and considered in determining the degree to which the school's activity program was actually in accord with the criterion. By using the answers to these questions, actual practice could be appraised in terms of the stated criteria. In all, thirty-five questions were used to give some insight into how well the seven criteria were being met.

These questions, which are important elements of each criterion, were selected after a careful review of the literature dealing with the criterion. In all cases the questions were discussed by the various writers as important. It was then assumed that if the school's activity program was meeting the requirements of each element identified in the questions relating to the criterion, the program was satisfactory in terms of the criterion.

In the appraisal of school activity programs, the use of data concerning the criteria has limitations. The most obvious of these limitations is the difficulty of isolating a few questions related to each criterion.

## RESULTS OF THE EVALUATION

Using the selected criteria and questions, a questionnaire study was conducted to gain some insight into how well the criteria were recognized in the activities program at Casa Grande Union High School. The director of student activities, vice-principal, and student council officers were charged with administering the activities program at Casa Grande Union High School. These persons were asked to meet as a group and answer the questions on the questionnaire as they applied to the activities program operating in the high school. The group was instructed to arrive at one answer "yes" or "no" for each question. The results are reported.

Evaluation in terms of Criterion I. Answers to the questions which indicated the extent to which the requirements of Criterion I were satisfied show two elements of deficiency (Table I). Transportation was not provided for activity participation which may have necessarily eliminated some students from the program and indicated a lack of acceptance on the same basis as formal class activity. The "no" answer on question three also showed a lack of complete acceptance on the same basis as class activity. These two "no" answers indicated that student activities were somewhat independent of the academic program and would somewhat invalidate the "yes" answer to question one. Some students

TABLE I

QUESTIONS AND RESPONSES IN RELATION TO CRITERION I  
BY THE EVALUATORS AT CASA GRANDE  
UNION HIGH SCHOOL

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I. Student activities are considered an integral part of the total instructional program rather than an extra or an independent program.	
<hr/>	
1. Is the approved activities program made as readily available to all students as is class instruction?	<u>Yes</u>
2. Is adequate transportation provided for those who participate in activities outside of the regular school day?	<u>No</u>
3. Are activities financed by the school district in much the same way the class instruction is financed?	<u>No</u>
4. Is serving as sponsor of an activity considered as much a part of the total instruction load of the teacher as teaching a class?	<u>Yes</u>
5. Is the person representing activities a part of the central instructional planning group?	<u>Yes</u>

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would not be able to participate in activities as readily as in class work. Answers to questions four and five show that student activity sponsorship and planning were important and were given the same consideration as for formal class work. The requirements of Criterion I were recognized to be important, to a limited extent, by the answers to the questions when applied to Casa Grande Union High School.

Evaluation in terms of Criterion II. Answers to the questions which indicated the extent to which the requirements

of Criterion II were satisfied in the Casa Grande Union High School's activity program show that the criterion generally was recognized. All five questions had positive answers as shown in Table II, which indicated that the objectives of student activities grew out of the objectives of education. Answers to the questions show that the activities program had written educational objectives; that the objectives were used to guide the learning experience of students; that the objectives were revised from time to time; and that the objectives were used in evaluation to determine if the requirements of the objectives had been met.

TABLE II

QUESTIONS AND RESPONSES IN RELATION TO CRITERION II  
BY THE EVALUATORS AT CASA GRANDE  
UNION HIGH SCHOOL

<b>II. The objectives of student activities grow out of the objectives of education.</b>	
1. Do student activities have clearly formulated, written objectives?	<u>Yes</u>
2. Is there a relationship between the objectives of activities and the objectives of education?	<u>Yes</u>
3. Are the objectives revised and brought up to date regularly?	<u>Yes</u>
4. Are the objectives used to guide the learning experience involved in the activity?	<u>Yes</u>
5. Are the objectives used to evaluate the experience after it has been completed?	<u>Yes</u>



Evaluation in terms of Criterion III. As shown in Table III, four of the requirements for Criterion III were not met. Answers to questions one, two, three, and five show that student interests had not been surveyed; that less than one-half of the student body participated in activities; that no attempt was made to encourage activity participation during school enrollment; and that there was no limit to the number of activities in which a student could participate.

TABLE III

QUESTIONS AND RESPONSES IN RELATION TO CRITERION III  
BY THE EVALUATORS AT CASA GRANDE  
UNION HIGH SCHOOL

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III. Activities are designed to meet the needs, interests, and abilities of all students.	
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1. Has a survey of student interests been made during the current school year?	<u>No</u>
2. Are a majority of the student body members active participants in the activity program?	<u>No</u>
3. Is activity participation included along with class enrollment in the individual student's program planning?	<u>No</u>
4. Are all regularly enrolled students eligible to participate in student activities?	<u>Yes</u>
5. Is there a limitation in the number of activities in which a student may participate?	<u>No</u>

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The answers to these four questions would seem to indicate that the activities at Casa Grande Union High School were not meaningful to some students even though the activity may

have had valid educational objectives, as indicated in Criterion II. The answer to question four showed that all students were eligible to participate in student activities. Because of lack of transportation and finance, as shown in the answers to questions two and three in Table I (page 34), there would be some doubt as to the validity of the answer to question four. It would appear that student activities were not meeting the needs and interests of some students at Casa Grande Union High School.

Evaluation in terms of Criterion IV. Examining the answers to the questions in Criterion IV (Table IV), it was found that in appointing activity sponsors, the sponsors' competencies, experience, and interests were considered before the appointment was made. Answers to questions two, three, and four showed that all teachers and administrators were involved to some degree in student activities; that an attempt was made not to exploit certain teachers by assigning them to several activities; and that sponsorship was considered a part of the teacher's total assignment. The answer to question four was in agreement with the "yes" answer to question four, Table I (page 34), and showed that sponsorship as a part of the teacher's load was considered important. The answer to question five indicated that although sponsors were carefully selected and not overloaded by assignment, some did not prepare as carefully for their activity

TABLE IV  
QUESTIONS AND RESPONSES IN RELATION TO CRITERION IV  
BY THE EVALUATORS AT CASA GRANDE  
UNION HIGH SCHOOL

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IV. Each activity is sponsored by a qualified staff member appointed by the principal.	
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1. Is activity sponsorship considered in relation to the adviser's specific competencies, experience, and interest?	<u>Yes</u>
2. Do all teachers and administrators participate in or assume some responsibility for the promotion of the student activity program?	<u>Yes</u>
3. Are some willing teachers being exploited if others do not show an interest in or acceptance of their duties as a sponsor?	<u>No</u>
4. Is activity sponsorship considered a part of the teachers' total assignment?	<u>Yes</u>
5. Do all teachers prepare as carefully for their activity assignment as they do for their class assignment?	<u>No</u>

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responsibility as they did for their academic responsibility. The answer to question five indicates a weakness in the activity program even though Criterion IV was generally accepted as important.

Evaluation in terms of Criterion V. Examination of Table V shows that three requirements of Criterion V were being met. Answers to questions two, three, and four show that finance was handled in a business-like manner, essential facilities were provided, and that school officials did take

TABLE V

QUESTIONS AND RESPONSES IN RELATION TO CRITERION V  
BY THE EVALUATORS AT CASA GRANDE  
UNION HIGH SCHOOL

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V. Activities receive continuous democratic supervision from the school officials responsible for the total educational program.	
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1. Do school officials observe practice sessions, rehearsals, club meetings, and visit student council meetings from time to time?	<u>No</u>
2. Are all finances handled in a business-like manner and carefully supervised?	<u>Yes</u>
3. Are essential facilities provided insofar as it is possible to do so?	<u>Yes</u>
4. Do school officials take an active part in the activity when the occasion demands it?	<u>Yes</u>
5. Do school officials take steps to evaluate the activities program from time to time?	<u>No</u>

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an active part in the activities when called upon to do so. The answers to questions one and five show that two requirements of Criterion V were not being met. It would appear that school officials did not participate in activities unless called upon to do so, as indicated by the answer to question three and that they did not take part in the evaluation of student activities. The answers to the questions would seem to indicate that continuous democratic supervision from school officials was somewhat lacking in the activities program at Casa Grande Union High School.

Evaluation in terms of Criterion VI. Table VI shows that all of the requirements for Criterion VI were met.

TABLE VI

QUESTIONS AND RESPONSES IN RELATION TO CRITERION VI  
BY THE EVALUATORS AT CASA GRANDE  
UNION HIGH SCHOOL

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VI. Time schedules are arranged so that interference between activities and classes is reduced to a minimum.

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- |   |            |
|---|------------|
| 1. Is a tentative schedule of assemblies and other activities prepared for the total school year and placed on the school calendar?                 | <u>Yes</u> |
| 2. Are club meetings regularly scheduled at the same time of day and on the same day of the week?   | <u>Yes</u> |
| 3. Are school parties and dances scheduled for Friday and Saturday?   | <u>Yes</u> |
| 4. Do activity periods or similar administrative arrangements make it possible for some activities to use school time without affecting class time? | <u>Yes</u> |
| 5. Are any worthy activities slighted in terms of scheduling?   | <u>No</u>  |
- 

Answers to questions one through five show that scheduled activities were properly placed on the school calendar; that activities had a regular meeting time in the school's schedule; that social activities were scheduled at the end of the week; that the administration made it possible to have some activities on school time without greatly affecting class time; and that some worthy activities were not slighted by scheduling. It would appear that activities were

scheduled in a way that interference with classes was reduced to a minimum at Casa Grande Union High School.

Evaluation in terms of Criterion VII. Table VII shows that the requirements for Criterion VII were not met except for requirement four about which there might be some doubt.

TABLE VII

QUESTIONS AND RESPONSES IN RELATION TO CRITERION VII  
BY THE EVALUATORS AT CASA GRANDE  
UNION HIGH SCHOOL

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VII. Evaluation is considered a basic part of the school activity program.	
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1. Has a formal evaluation of student activities been made within the last year?	<u>No</u>
2. Is everyone affected by the student activity program invited to assist in evaluation?	<u>No</u>
3. Are a variety of evaluation procedures employed during evaluation?	<u>No</u>
4. Is evaluation based on stated objectives?	<u>Yes</u>
5. Does evaluation lead to change or improvement?	<u>No</u>

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Questions one, two, three, and five show that no formal evaluation of student activities had been made within the last year; that not everyone involved with student activities participated in evaluation; that a variety of evaluation procedures were not employed during evaluation; and that change or improvement did not occur after evaluation. The

answer to question five, Table V (page 39), would further indicate along with the answers to questions one and two, Table VII (page 41), that no formal evaluation had taken place and that school administrators had not participated in student activity evaluation. The answer to question four indicated that evaluation was based upon stated objectives, which also is shown by the answer to question five, Table II (page 35). It would appear that what evaluation was done was done by persons other than school administrators and that the evaluation was very informal.

#### SUMMARY

Education in a democratic society should relate to all the experiences and activities through which students learn. This was found to be a current belief in American education. This concept led to wide-spread acceptance of student activities as a necessary part of the educational programs in American schools. Besides the acceptance of student activities, certain principles of student activities were recognized as guidelines which must be met if the activities were going to be justified. This meant that student activities must be evaluated in terms of principles if student activities were going to make progress in the direction of educational objectives.

The need for evaluation of student activities was illustrated in the questionnaire study of the student activities program at Casa Grande Union High School. Certain strengths, weaknesses, and inconsistencies of the activities program were brought to light. The strengths were: objectives of student activities grew out of the objectives of education; each activity was sponsored by a qualified staff member; activities were scheduled so that interference between activities and formal classes was reduced to a minimum. Two inconsistencies were noted. Those persons in charge of administering the student activities felt that activities were made as readily available to all students as was class instruction. Yet they pointed out that transportation was not provided for some activities not held on school time and activities were not financed by the school district as was class instruction. Secondly, the evaluation pointed out that activities were evaluated in terms of the stated objectives yet no formal evaluation had taken place nor did evaluation lead to change as would be expected. The weaknesses identified in the activities program were: activities were not designed to meet student needs, interests, and abilities; activities did not receive continuous supervision from the administration; and evaluation was not considered a basic part of the student activity program. Perhaps the most important finding was that the student



activity program does have potential value, and evaluation can be helpful in assisting the activities program to make progress in the direction of this potential.

#### RECOMMENDATIONS

To overcome the weaknesses found in the activity program at Casa Grande Union High School the following recommendations were made: (1) a survey of student interests in activities should be made; (2) students should be given some responsibility in helping to plan the activities that will be programmed; (3) informing students about activity participation should be made a part of enrollment procedure; (4) the administration should take a more active part in supervision and evaluation of the activities; (5) a formal evaluation of student activities should be made which employs a variety of evaluation procedures and involves administrators, teachers, and students in the evaluation; (6) adequate transportation should be made available so that all students have an equal chance to participate in activities not held on school time; and (7) all student activities should be financed by the school district so as not to eliminate some students because of cost.

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## APPENDIX

## ACTIVITY EVALUATION QUESTIONNAIRE

DIRECTIONS: This questionnaire proposes seven criteria devised to help measure the success of student activities. Each criterion is accompanied by five questions designed to assist the evaluators in ascertaining the degree to which the criterion is being met. Answer each question as it applies to your activity program.

I. Student activities are considered an integral part of the total instructional program, rather than, an extra or an independent program.

1. Is the approved activities program made as readily available to all students as is class instruction? \_\_\_\_\_
2. Is adequate transportation provided for those who participate in activities outside of the regular school day? \_\_\_\_\_
3. Are activities financed by the school district in much the same way the class instruction is financed? \_\_\_\_\_
4. Is serving as sponsor of an activity considered as much a part of the total instructional load of a teacher as teaching a class? \_\_\_\_\_
5. Is the person representing activities a part of the central instructional planning group? \_\_\_\_\_

II. The objectives of student activities grow out of the objectives of education.

1. Do student activities have clearly formulated, written objectives? \_\_\_\_\_
2. Is there a relationship between the objectives of activities and the objectives of education? \_\_\_\_\_
3. Are the objectives revised and brought up to date regularly? \_\_\_\_\_
4. Are the objectives used to guide the learning experience involved in the activity? \_\_\_\_\_
5. Are the objectives used to evaluate the experience after it has been completed? \_\_\_\_\_

III. Activities are designed to meet the needs, interests, and abilities of all students.

1. Has a survey of student interests been made during the current school year? \_\_\_\_\_
2. Are a majority of the student body members active participants in the activity program? \_\_\_\_\_
3. Is activity participation included along with class enrollment in the individual student's program planning? \_\_\_\_\_
4. Are all regularly enrolled students eligible to participate in student activities? \_\_\_\_\_
5. Is there a limitation in the number of activities a student may participate in? \_\_\_\_\_

IV. Each activity is sponsored by a qualified staff member appointed by the principal.

1. Is activity sponsorship considered in relation to the adviser's specific competencies, experience, and interest? \_\_\_\_\_
2. Do all teachers and administrators participate in or assume some responsibility for the promotion of the student activity program? \_\_\_\_\_
3. Are some willing teachers being exploited if others do not show an interest in or acceptance of their duties as a sponsor? \_\_\_\_\_
4. Is activity sponsorship considered a part of the teachers' total assignment? \_\_\_\_\_

V. Activities receive continuous democratic supervision from the school officials responsible for the total educational program.

1. Do school officials observe practice sessions, rehearsals, club meetings, and visit student council meetings? \_\_\_\_\_
2. Are all finances handled in a business-like manner and carefully supervised? \_\_\_\_\_
3. Are essential facilities provided insofar as it is possible to do so? \_\_\_\_\_
4. Do school officials take an active part in the activity when the occasion demands it? \_\_\_\_\_
5. Do school officials take steps to evaluate the activities program from time to time? \_\_\_\_\_



VI. Time schedules are arranged in such a way that interference between activities and classes is reduced to an absolute minimum.

1. Is a tentative schedule of assemblies and other activities prepared for the total school year and placed on the school calendar? \_\_\_\_\_
2. Are club meetings regularly scheduled at the same time of day and on the same day of the week? \_\_\_\_\_
3. Are school parties and dances scheduled for Friday or Saturday? \_\_\_\_\_
4. Do activity periods or similar administrative arrangements make it possible for some activities to use "school time" without affecting "class time"? \_\_\_\_\_
5. Are any worthy activities slighted in terms of scheduling? \_\_\_\_\_

VII. Evaluation is considered a basic part of the school activity program.

1. Has a formal evaluation of student activities been made within the last year? \_\_\_\_\_
2. Is everyone affected by the student activity program invited to assist in evaluation? \_\_\_\_\_
3. Are a variety of evaluation procedures employed during evaluation? \_\_\_\_\_
4. Is evaluation based on stated objectives? \_\_\_\_\_
5. Does evaluation lead to change or improvement? \_\_\_\_\_

AN EVALUATION OF THE ACTIVITIES PROGRAM AT  
CASA GRANDE UNION HIGH SCHOOL, ARIZONA

by

WILLIAM E. YAKLE

B. S., Baker University, 1955

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AN ABSTRACT OF A MASTER'S REPORT

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Justification of the problem. It has been stressed that the purpose of any activity should be to contribute to the educational growth of students. Although some activities may be primarily recreational in form, if they serve valid educational objectives they have a place in the school program. On the other hand, when a school activity conflicts with the purposes of the school, the activity does not serve a valid purpose. It is then recognized that schools need to evaluate current practices and objectives of student activities if the educational program is to be improved.

Statement of the problem. The purposes of the study were (1) to identify principles from the literature which could be used as criteria to evaluate an activities program; (2) to define elements of each criterion; (3) to evaluate the activities program of Casa Grande Union High School using the criteria; and (4) to make recommendations for the improvement of student activities based on the results of the study.

Method of procedure. A review of literature on student activities was undertaken to determine principles which could be used as criteria to evaluate student activities. To make the principle a criterion, specific questions relating to that principle were built. The purpose of the questions was to suggest the kinds of evidence which should be sought and considered in determining the degree to which the school's activity program was actually in accord with

the criterion. By using the answers to these questions, actual practice could be appraised in terms of the stated criterion.

The study. A review of the literature showed certain principles which could be used as criteria for evaluating student activities. The principles used were: student activities are considered an integral part of the total instructional program rather than an extra or an independent program; objectives of student activities grow out of the objectives of education; activities are designed to meet the needs and interests of the students; each activity is sponsored by a qualified staff member; activities receive supervision from the school administration; activities are scheduled so as to keep interference between activities and formal classes at a minimum; and evaluation is a basic part of the school activity program.

A questionnaire study showed certain strengths, weaknesses, and inconsistencies in the activities program at Casa Grande Union High School. The strengths shown were: student activities were based on educational objectives; each activity was sponsored by a qualified staff member; and activities were scheduled so that interference between activities and formal classes was reduced to a minimum. Two inconsistencies were found. It was indicated that student activities were as readily available to all students as was

class instruction. Yet transportation was not provided for those activities held after school nor were activities costs financed by the school district as was formal class instruction. Secondly, it was pointed out that activities were evaluated in terms of stated objectives yet no formal evaluation had taken place. The weaknesses of the activity program were: some activities were not meeting student needs and interests; activities did not receive continuous supervision from school officials; and evaluation was not considered a basic part of the student activity program.

Recommendations. To overcome the weaknesses found in the study it was recommended that: (1) a survey of student interests in activities should be made; (2) students should be given some responsibility in helping to plan the activities that will be programmed; (3) informing students about activity participation should be made a part of enrollment procedures; (4) the administration should take a more active part in supervision and evaluation of the activities; (5) a formal evaluation of student activities should be made which employs a variety of evaluation procedures and involves administrators, teachers, and students in the evaluation; (6) adequate transportation should be made available so that all students have an equal chance to participate in activities not held on school time; and (7) all student activities should be financed by the school district so as not to eliminate some students because of cost.